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ABSTRACT

This Personalized Activity Kit introduces management by objectives (MBO) and deals with the clarification of roles in the procedures so that problems caused by role confusion do not arise. MBO is a way of getting improved results through managerial action. It is not an addition to the manager's job, but a systematic way of doing it. Many problems can occur within an organization if individual staff members do not fully understand what their area of responsibility is. If an open, honest, communications climate and a trust relationship exist, it is possible to resolve these problems informally through discussion between the people concerned. If, however, these conditions do not exist or the manager is new in his position, then a more formal approach can be used--the "Role Perception Profile." This profile is used in the exercise in Appendix B. (Author/IRT)

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# A SCHOOL IMPROVEMENT - ACCOUNTABILITY PROCESS KIT

## PAK #4.3 - MANAGING BY OBJECTIVES (MBO)

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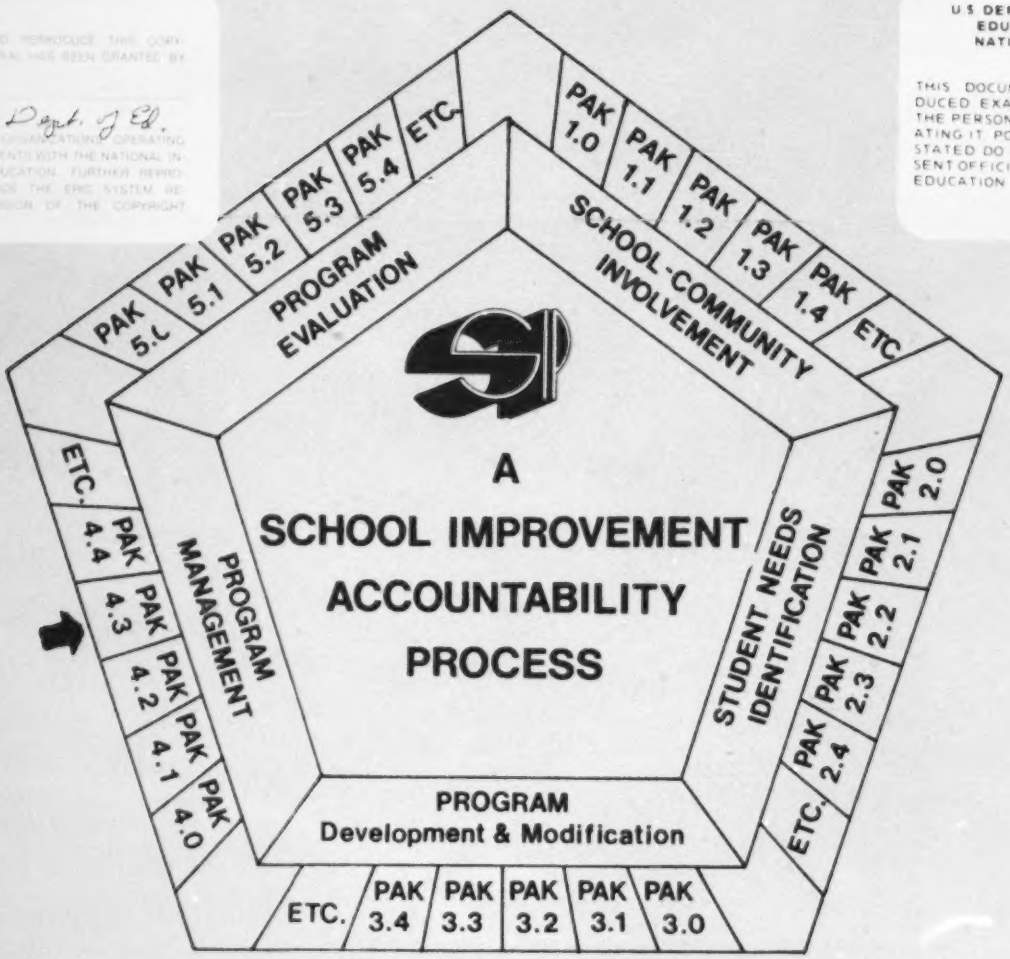


Personalized Activity Kit (PAK) for use as;

- Individualized Study Guide
- Small Group Study Guide
- Workshop Facilitator's Guide

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A SCHOOL IMPROVEMENT - ACCOUNTABILITY PROCESS KIT

PAK #4.3 - Managing By Objectives (MBO)

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PAK #4.3

# MANAGING BY OBJECTIVES (MBO)

## Role Perception and Clarification--Step 1

Purpose:

The purpose of this PAK is to introduce the concept of "Management by Objectives" (MBO) and to deal with the clarification of roles early in the procedures, so that problems due to role confusion do not arise later.

What is Managing by Objectives (MBO)?

Over the past several years a new management concept called Management by Objectives (MBO) has evolved. Many authorities believe that MBO is an extension of the Planning-Programming-Budgeting System (PPBS) into a comprehensive management system--from program and fiscal control to include the management of the human element. MBO established the individual's responsibility for performance of tasks necessary to achieve the overall organizational goals.

The ingredients of this system come from three separate sources--industry, federal government and evolution of budget reform. In 1915, the DuPont Corporation, after investing in General Motors, introduced into General Motors concepts relating to the setting of objectives, forecasting, planning for the future and developing standards and output measures.

In the meantime, Tex Thornton of Litton Industries developed a cadre of young managers by working with them individually on a "coaching" basis. Included in this group were Ernest Breech and R. J. Miller who joined the Ford Company and Robert McNamara, who left Ford to become Secretary of the Department of Defense. As these young men went their separate ways, they took with them the training and skills instilled by Thornton. They became known as the Litton Industry "dropouts."

In 1942, the War Production Board's Control Materials Plan identified major goals, established program objectives, identified program elements projected over a period of time, and examined and analyzed alternative plans. Then in 1949, the Hoover Commission recommended the performance budget with its emphasis on efficiency in work performance. The performance budget, as opposed to the older line-item type budget, called for cost estimates by program stated in performance objectives. This new approach was oriented toward management and cost-effectiveness.

The Department of Defense, under McNamara, introduced the third stage of budget reform--long-range planning. This was initially a fiscal system designed to control the acquisition of hardware for the Department of Defense and it originally did not include the management function. At this point, the full PPBS system had been developed, but no provision was included to manage the people responsible for various job assignments. This is the element contributed by MBO, making management both an art and a science.

Superintendent Alton Cowan, in a publication of the Jefferson County Schools, makes an interesting comparison between MBO and football:

"Coach Cowan says, MANAGEMENT BY OBJECTIVES has many parallels in the game of football. The game of football is played on a field with sidelines, yard markers and goal lines. Progress toward the goal occurs according to rules and strategy. Progress toward the goal is precisely measured. It is known how many yards have been gained and how many more remain. The accepted ways of reaching the goal and when the goal line is crossed are known. You are continually aware of the score and statistics provide you with information about strengths and weaknesses. Players have a play book and the sequence of selected plays constitutes the game plan. The success of the plan is based on team effort, but it is also dependent upon the ability of the individual player to carry out his assignment. If the pre-determined game plan is not meeting with success, alternative strategies are incorporated. Skill in play execution must be combined with high motivation to insure success. The score is a team score, yet the score is the result of the contribution made by each player. Each player's performance can be measured by management, and substitute players may be inserted in the lineup by management to increase the team's effectiveness." (See Selected References for Further Study, Page 8 .)

MBO also can be described as a method of 2-way communication between a subordinate and his supervisor, aimed at establishing mutually understandable and acceptable job performance objectives. These objectives are worked out through discussion leading to a mutual agreement on the standards (criteria) to be used for measuring the subordinate's work performance. The direct involvement of the subordinate in setting his own work standards within the framework of the organizational goals, leads to greater clarity concerning job expectations, increased commitment to organizational goals and higher productivity due to knowing how he is to be evaluated. This process also helps eliminate a significant amount of job frustration and leads to better employee morale. Organizations which are activity-oriented, rather than goal-oriented, tend to exhibit much disagreement on organizational goals, less teamwork, more bickering over minor tasks and routines and a low morale level among the employees.

MBO is a way of getting improved results through managerial action. It is not an addition to the manager's job, but a systematic way of doing it. MBO is based on observations of what successful executives do in many companies and organizations. While most applications have been limited to upper levels of management, it can extend down to first-line supervision if top management endorses and supports it by using it. The procedures used in MBO will:

- *State what is expected - in terms of staff objectives consistent with organizational goals (results-oriented)*
- *Obtain unity and teamwork - by identifying common purposes*
- *Program work - by setting deadlines for tasks*

- Recognize production - through mutual agreement on objectives and appraisal of accomplishments in relation to those objectives
- Assess promotability - by identifying potential for it
- Help identify problems and set priorities
- Focus efforts of staff on same target
- Make planning and work of staff better understood by all
- Create master plan for both short and long-range use
- Fix responsibility on certain individuals
- Measure accomplishments
- Provide school administrators with a management tool for decision-making, leadership and staff development
- Provide for participatory management through involvement of staff
- Make commitments to specific results at specific times
- Keep dialogue open on problems and facilitate communication

A summary of the advantages of MBO is that there are better results, lower costs, improved performance, more promotable people, improved quality of service and development of the subordinate's best abilities.

## FUNDAMENTAL ASSUMPTIONS NECESSARY FOR AN INNOVATIVE ATMOSPHERE

1. Must have organizational, as well as individual, commitment to change
2. Must build innovation into the *reward* system
3. Must *not* encourage status quo
4. Must have necessary climate for innovation
5. Manager has the *responsibility* to see that he does his part so that innovation takes place
6. Subordinates who take advantage of innovation are given *added responsibility*

MBO consists of several sequential steps. These can be identified in any number of steps. For the rest of this series of PAKs, the following five steps will be used:

- *Role Clarification*
- *Setting Objectives*
- *Reporting Progress*
- *Coaching Sessions*
- *Performance Appraisal and Goal Setting*

## PITFALLS IN INSTALLING AND OPERATING AN MBO APPROACH

These pitfalls were developed by Dr. Glenn H. Varney, President of Management Advisory Associates, Inc., and published by the Dartnell Corporation (See Selected References section, Page 8 .)

1. At first, MBO will require a great deal more time than a manager usually expects to spend on it. In the initial states of the program, there will be an actual "duplication" of the new system while the old one is still in operation. Furthermore, there is likely to be a dip in productivity while the learning process is taking place. This sometimes runs as long as five or six months, even a year. It takes a great deal of concentration, perseverance and deliberate effort to make the system work.

2. A manager must *work* at it. He must be constantly learning, constantly expanding and experimenting and, above all else, he must be willing to adjust and change the system to make it flexible, useful, viable and meaningful to those who are being asked to function with an MBO approach.

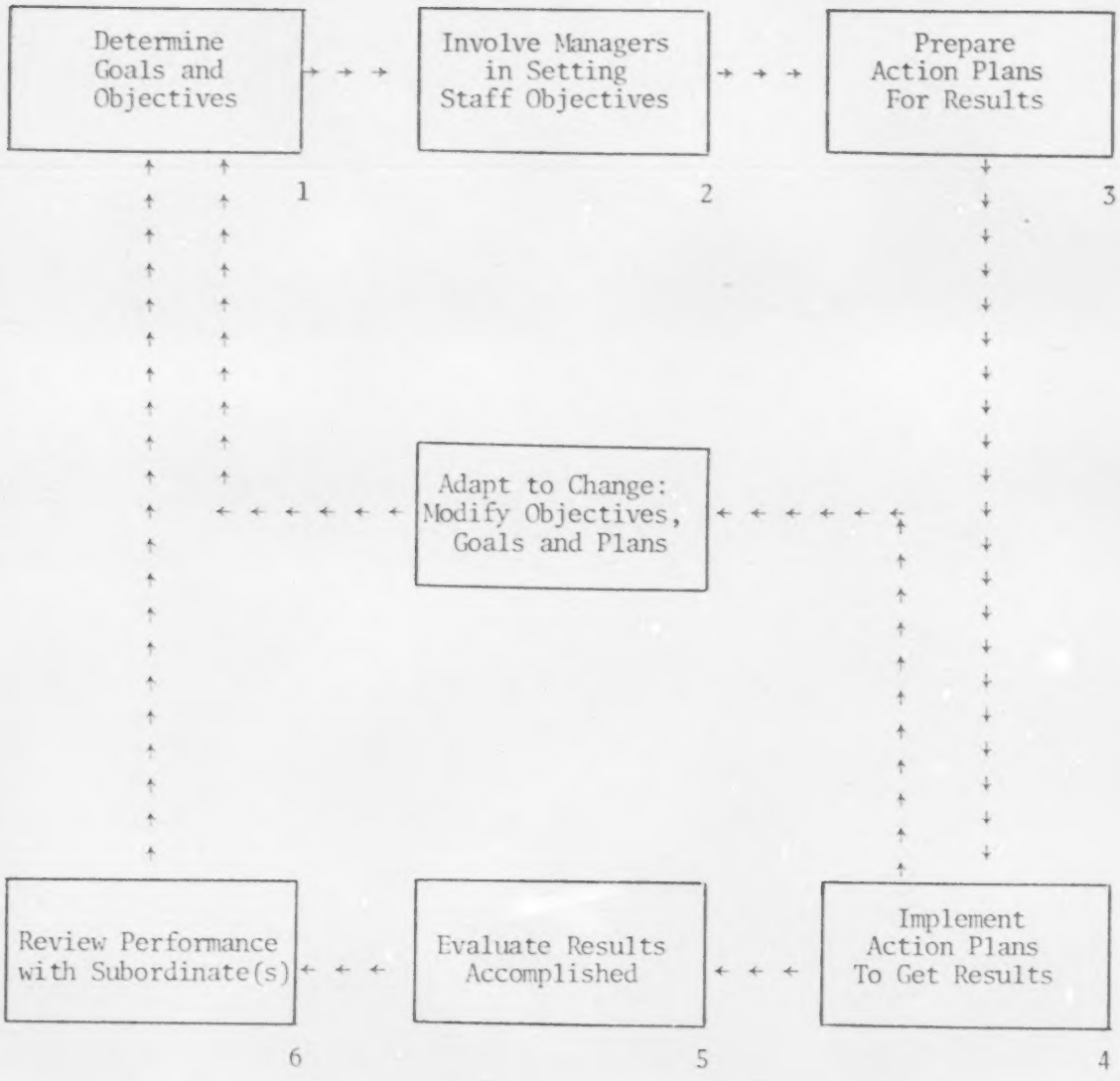
3. Managers need to recognize that, as a general rule, they are being asked to change the way in which they manage. This means changing the style in which they function with their people--moving away from a bureaucratic or "I will tell you" style of management to a team style, where the individual manages himself. The manager becomes a resource and helper to the subordinate in accomplishing his objectives.

## MBO--Role Perception and Clarification--Step 1

Many problems can occur within an organization if individual staff members do not fully understand what their area of responsibility is. For example, the Director of Planning may view his role as that of providing pertinent information and alternative solutions to the head of the organization so that his superior can make an informed decision. The superior on the other hand, may perceive the Director of Planning as the decision maker. When this happens, no decisions are made because each person is expecting the other to do so.

MANAGING BY GOALS AND RESULTS

(Mgr)



If an open, honest, communications climate and trust relationships exist, it is possible to resolve these differences informally through discussion between the people concerned. If, however, the above conditions do not exist, and/or the manager is new in his position, then a more formal approach can be used - the Role Perception Profile. This process is used in the exercise in Appendix B.

## SUMMARY


° Management by Objectives (MBO) is a process or approach toward managing an enterprise.

° MBO had its beginnings in industry and government, and has developed as a process to assure accountability.

° MBO is a systematic process for determining the degree of success of an enterprise by setting forth specific objectives throughout the organization, the degree of attainment of these objectives at every level, and the use of this information in allocating the resources of the enterprise and the energies of its staff; all of which is done through the active participation and involvement of its personnel.

° MBO:

- is results oriented
- creates unity and teamwork
- focuses staff energies on common goals
- enhances communication
- provides clear-cut plan of action
- provides for participatory management

° Major elements of MBO include:

- setting goals and objectives for the organization
- involving managers in specifying standards of performance
- determining action plans to achieve objectives
- implementing action plans by target dates
- measuring results accomplished as contribution to goals and objectives

° MBO has been applied to and is productive in school organizations

° Initially, MBO requires more time than a manager usually expects to spend on managing, and entails moving away from the bureaucratic approach to a more participatory, or team, style.

° Early in the MBO procedures, superiors and subordinates should clarify the subordinate's role. This can be done informally through discussion, or in a more formal way, using the Role Perception Profile.

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. . . . . .

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PAK #4.3

ACTIVITY 1: ROLE PERCEPTION PROFILE (Please do not write in this PAK.)

This exercise is more effective if you work through it with at least one other person. In this case, you will want to decide which role each of you is filling. Some examples of roles to be assumed are: principal - classroom teacher; teacher - student; superintendent - principal; board member - superintendent.

NOTE: *Remember, whatever roles you assume, both of you are looking at the subordinate's role from your own ideas of what the subordinate should be doing. Both of you are looking at the same job.*

My role_____

My Partner's Role_____

If you are working individually, work through the exercise and complete a copy of the profile sheet. Then study the materials for Exercise 2.

Directions:

1. *WORK SEPARATELY AND IN PRIVATE*

   In order not to bias your views of the tasks, it is advisable *not to consult* with your partner. The superior is to record his perceptions of the subordinate's role. The subordinate records his own perceptions of his own role. In other words, two people are looking at the same job from different perspectives.

2. *READ ENTIRE EXERCISE FIRST*

   Read through the exercise to get an overview of the procedure. Then return to this point and carry out each step in sequence.

3. *FAMILIARIZE SELF WITH THE NINE FUNCTIONS*

   Study each description for its relevance to the subordinate's job. Each description lists typical responsibilities which will help you understand the meaning and scope of each function.

4. *REVISE TERMINOLOGY OF FUNCTIONS*

   You may want to make changes in the wording of the descriptions to bring them into line with the terminology used in your school system.

5. *PERSONALIZE TYPICAL RESPONSIBILITIES*

   If, in your judgment, a particular responsibility does not apply to the subordinate's job, delete it. If it applies, but needs revision or expansion, modify it on the sheet. Add any additional responsibilities that apply to the subordinate's job that are not shown on the sheets.

6. *ASSIGN PRIORITIES*

   Review the nine functions with the descriptive statements under each one for the purpose of assigning priorities. Enter a priority designation for each of the nine functions in the space provided. Rank the highest priority "number one," ranging down to the lowest priority, "number nine." THERE CAN BE NO TIES IN RANKING. USE EACH OF THE NUMBERS 1 - 9 ONLY ONCE.

7. *RECORD RESULTS ON PROFILE SHEETS*

   The nine functions are listed at the top of the grid. Place a dot on the grid below each function, to the right of the numerical degree of importance that you have assigned to it.

For example, if you have written the value "4" on the "Coordination" function, place a dot on the grid below "Coordination" and to the right of the number "4." Connect the nine dots with a line to form a profile. Subordinates are to use a black connecting line on their profile sheet. Superiors are to use a red connecting line on their profile sheet.

PAK #4.3

Within the educational setting:

#1. TO WHAT DEGREE DOES THE STAFF MEMBER SUPERVISE OTHERS?

Encourages, Supports, Reinforces Others in Their Self-development - so as to improve their performance and to prepare them for greater responsibilities.

Conducts Individual Performance Appraisals of Others - discusses performance with individual, and with him mutually develops means of improving performance. Assesses other individuals' potential for promotion and increased responsibility.

Other Supervisory Responsibilities: _____

_____

(#1) PRIORITY _____

#2. TO WHAT DEGREE DOES THE STAFF MEMBER COORDINATE THE IMPLEMENTATION OF EDUCATIONAL PROGRAMS?

Coordinates Programs - within the classroom, within the school, within the district, cooperatively with other districts.

Implements Programs - make changes to solve daily work problems.

Other Coordinating and Implementing Responsibilities:

_____

(#2) PRIORITY _____

#3. TO WHAT DEGREE DOES THE STAFF MEMBER DEVELOP AND CONTRIBUTE TO CLIMATE FOR EDUCATIONAL INNOVATION?

Cooperates with Others - in their efforts to try new ideas on their job.

Helps Create an Environment for Innovation - initiates new ideas, lends visible support to others in their creative ventures, allows risk-taking.

Recognizes Creative Ideas - gives positive feedback to others.

Other Innovation Responsibilities: _____

_____

(#3) PRIORITY _____

#4. TO WHAT DEGREE DOES THE STAFF MEMBER INFLUENCE MORALE AND MOTIVATION OF OTHERS?

Contributes to Good Working Conditions - develops cooperative working relationships and eiiminates conditions having an adverse effect upon morale.

Shows Commitment to District Goals - builds loyalty to and identification with the school and the district.

Other Ways to Influence Morale and Motivation:

_____

(#4) PRIORITY_____

#5. TO WHAT DEGREE IS STAFF MEMBER RESPONSIBLE FOR FACILITIES AND EQUIPMENT USAGE?

Knows Policies - understands procedures governing use of facilities and equipment.

Practices Proper Usage - uses facilities and equipment efficiently and takes good care of these.

Maintains and Protects - reports misuse of facilities and equipment and reports defective equipment so it can be repaired.

Other Responsibilities for Facilities and Equipment Usage:

_____

(#5) PRIORITY_____

#6. TO WHAT DEGREE DOES STAFF MEMBER PARTICIPATE IN EDUCATIONAL PLANNING?

Helps Establish Goals - gains understanding of goals by communication with others.

Develops Objectives - cooperatively sets learner, staff, and/or program objectives.

Sets Priorities - for achievement of plans based on order of importance.

Revises Plans - revises objectives and priorities as needed.

Other Responsibilities in Educational Planning:

_____

(#6) PRIORITY_____

#7. TO WHAT DEGREE IS STAFF MEMBER RESPONSIBLE FOR COMMUNITY AND PUBLIC RELATIONS?

Establishes Relationships - with various community groups to serve the best interests of the district.

Participates in Community Activities - which help the district fulfill its obligations to the community.

Informs the Public - to gain support for educational programs.

Other Responsibilities for Community and Public Relations:

_____

(#7) PRIORITY_____

#8. TO WHAT DEGREE DOES THE STAFF MEMBER PARTICIPATE IN THE DEVELOPMENT AND USE OF POLICIES AND PROCEDURES?

Originates - develops needed policies and procedures.

Understands - interprets policies, rules, and procedures.

Applies - is responsible for effective use of policies, rules, and procedures.

Deals with Dissatisfactions - develops methods to handle complaints about policies and procedures.

Uses Good Discipline Techniques - selects appropriate methods designed for individual improvement, rather than punishment.

Other Responsibilities for Policies and Procedures:

_____

(#8) PRIORITY_____

#9. TO WHAT DEGREE DOES THE STAFF MEMBER PARTICIPATE IN DECISION MAKING?

Designs and Operates Information Systems - provides information to decision makers.

Develops Forms - to provide information in sufficient detail at each management level.

Collects Information - contributes new information to the system as needed.

Confers with Decision Makers - open flow of communication up and down before decisions are made.

Other Responsibilities in Decision Making:

_____

(#9) PRIORITY_____

| FUNCTIONS | 1 SUPERVISE SUBORDINATES | 2 COORDINATION | 3 INNOVATION | 4 MORALE AND MOTIVATION | 5 FACILITIES AND EQUIPMENT | 6 EDUCATIONAL PLANNING | 7 COMMUNITY AND PUBLIC RELATIONS | 8 POLICIES AND PROCEDURES | 9 DECISION MAKING |
|---|---|---|---|---|---|---|---|---|---|
| High Priority 1 | | | | | | | | | |
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |
| 6 | | | | | | | | | |
| 7 | | | | | | | | | |
| 8 | | | | | | | | | |
| Low Priority 9 | | | | | | | | | |

ENTER subordinate's profile in BLACK, superior's in RED.

POSITION PROFILED _____ DATE _____

PROFILER'S NAME _____ SUPERIOR'S NAME _____

PAK #4.3

B-7

ACTIVITY 2:

1. Rejoin your partner.

2. Enter your partner's profile line (in the appropriate color - red for superior - black for subordinate) on both of your profile sheets.

3. Note in what areas there is wide divergence (disagreement) between the 2 lines (2 or more boxes). Do not discuss these areas of disagreement at this time. This discussion is part of the next exercise.

ACTIVITY 3:

1. Read the next three pages - Helpful Behaviors and Blocking Behaviors. There are communication skills, based on positive feedback only, that can help people reach agreement, or at least understand why the disagreement exists. Also there are ways in which people, often unintentionally, block or inhibit open communications. Some of these helpful communication skills are useful in a discussion between two people. All of them are useful in a group situation. The purpose of this exercise is to clarify roles through discussion of areas of disagreement using these communications skills. (See Series #1 PAKs for more information on these skills.)

2. Now choose another couple or pair to work with for the next 10 - 20 minutes.

3. One pair is to discuss the differences revealed on their profiles and attempt to reach agreement, bringing the divergent lines more closely together.

4. The other pair is to observe the process and to make notes on behaviors that either participant exhibited which helped the pair in reaching agreement. At the end of 10 - 15 minutes, the observing pair provides positive feedback only to the pair trying to reach agreement.

5. Now, reverse tasks. Have the first pair observe and provide feedback on the second pair's discussion.

## HELPFUL BEHAVIORS

TASK ROLES:

Initiating activity: proposing solutions, suggesting new ideas, new definitions of the problem, new attacks on the problem or new organization material.

Seeking information: asking for clarification of suggestions, requesting additional information or facts.

Seeking opinion: looking for an expression of feeling about something from the members, seeking clarification of values, of suggestions or ideas.

Giving information: offering facts or generalizations, relating one's own experience to group problems to illustrate the point.

Giving opinion: stating an opinion or belief concerning a suggestion or one of several suggestions, particularly concerning its value rather than its factual basis.

Elaborating: clarifying, giving examples or developing meanings, trying to envision how a proposal might work out if adopted.

Coordinating: showing relationships among various ideas or suggestions, trying to pull ideas together, trying to draw together the activities of various subgroups or members.

Summarizing: pulling together related ideas or suggestions, restating suggestions after the group has discussed them.

Testing feasibility: making application of suggestions to real situations, examining practicality and workability of ideas, pre-evaluating decisions.

SOCIO-EMOTIONAL AND MAINTENANCE ROLES:

Encouraging: being friendly, warm, responsive to others, praising others and their ideas, agr-eing with and accepting contributions of others.

Gate keeping: trying to make it possible for another member to make a contribution to the group by saying, "We haven't heard anything from Jim yet," or suggesting limited talking time so everyone will have a chance to be heard.

Standard setting: expressing standards for a group to use in choosing its content or procedures, or in evaluating its decisions, reminding the group to avoid decisions which conflict with group standards.

Following: going along with decisions of the group, somewhat passively accepting the ideas of others, serving as an audience during group discussion and decision making.

Expressing group feeling: summarizing what group feeling is sensed to be, describing reactions of the group to ideas and solutions.

BOTH TASK AND MAINTENANCE ROLES:

Evaluating: submitting group decisions or accomplishments to comparisons with group standards, measuring accomplishments against goals.

Diagnosing: determining sources of difficulties, appropriate steps to take next, the main blocks to progress.

Testing for consensus: tentatively asking for group opinion in order to find out if group is nearing consensus on a decision, testing group opinion against tentative suggestions.

Mediating: harmonizing, conciliating differences in points of view, making compromise solutions.

Relieving tension: draining off negative feelings by jesting, or pouring oil on troubled waters, putting a tense situation in a wider context.

## CONDITIONS THAT SUPPORT OPEN COMMUNICATIONS

Freeing Effects: Increases other's autonomy as a person; increases his sense of equality.

1. Active, attentive listening: Responsive listening, not just silence.
2. Paraphrasing: Testing to insure the message you received was the one he sent.
3. Perception check: Showing your desire to relate to and understand him as a person by checking your perception of his feelings; showing acceptance of his feelings.
4. Seeking information to help you understand him: Questions directly relevant to what he has said, not ones that introduce new topics.
5. Offering information relevant to the other's concerns: He may or may not use it.
6. Sharing information that has influenced your feelings and viewpoints.
7. Directly reporting your own feelings.
8. Offering new alternatives: Action proposals offered as hypotheses to be tested.

## CONDITIONS THAT INHIBIT OPEN COMMUNICATIONS

Binding-Cueing Effects: Diminishes other's autonomy by increasing his sense of subordination.

1. Changing the subject without explanation: For example, to avoid the other's feelings.

2. Explaining the other, interpreting his behavior: "You do that because your mother always...." Binds him to past behavior or may be seen as an effort to get him to change.

3. Advice and persuasion: "What you should do is...."

4. Vigorous agreement: Binds him to present position--limits his changing his mind.

5. Expectations: Binds to past, "You never did this before. What's wrong?" Cues him to future action, "I'm sure you will...." "I know you can do it."

6. Denying his feelings: "You don't really mean that! "You have no reason to feel that way!" Generalizations, "Everybody has problems like that."

7. Approval on personal grounds: Praising the other for thinking, feeling or acting in ways that you want him to, for conforming to your standards.

8. Disapproval on personal grounds: Blaming or censuring the other for thinking, acting, and feeling in ways you do not want him to; attributing unworthy motives to him.

9. Commands, orders: Telling the other what to do. Includes, "Tell me what to do!"

10. Emotional obligations: Control through arousing feelings of shame and inferiority. "How can you do this to me when I have done so much for you?"

THE EFFECT OF ANY RESPONSE DEPENDS UPON THE DEGREE OF TRUST IN THE RELATIONSHIP.

Being aggressive: working for status by criticizing or blaming others. Willingness to show hostility to others (group or individual), deflating the status or ego of others.

Blocking: interfering with the progress of the group by going off on an irrelevant tangent, citing personal experiences unrelated to the problem, arguing too much on a point, rejecting ideas without consideration.

Self-confessing: using the group as a sounding board, expressing personal non-group-oriented feelings or points of view.

Competing: vying with another to succeed, talk the most, be the most important or gain the favor of other influential persons in the group.

Seeking sympathy: trying to induce other group members to be sympathetic to one's problems or misfortunes, deploring one's own situation or disparaging one's own ideas to gain support.

Special pleading: introducing or supporting suggestions related to one's own pet concerns or philosophies; lobbying.

Seeking recognition: attempting to call attention to one's self by loud or excessive talking, extreme positions or ideas, unusual behavior.

Withdrawing: acting indifferent or passive, resorting to excessive formality, sub-grouping, pairing, flight, wandering from the subject.

*Note: In using a classification system like the one above, people need to guard against the tendency to blame any individual (themselves or another) who falls into "non-functional" behavior. It is more useful to regard such behavior as a symptom that all is not well with a group's ability to satisfy individual needs through group-centered activity. Further, people need to be alert to the example that what appears to be "blocking" to one person may be "testing feasibility" to another. As much as one is concerned with the functions that help or hinder groups, one needs to be concerned with individual motives.*

*See Adult Leadership, Jan. 1953, pp. 17-8*

PAK #
(Please fill in number)

## PAK CRITIQUE FORM

Please give your assessment and comments on the following:

| PROGRAM ELEMENT | OUT-STANDING | VERY GOOD | FAIR | POOR | VERY POOR | COMMENTS |
|---|---|---|---|---|---|---|
| 1. The quality & relevance of the subject matter. | | | | | | |
| 2. The appropriateness and usefulness of the instructional materials. | | | | | | |
| 3. The timing or sequencing of the various items presented. | | | | | | |
| 4. The directing and assistance given on the exercise. | | | | | | |

Other comments or suggestions for improving this PAK:

If this PAK was used as part of a WORKSHOP training session, then please also complete the following:

| PROGRAM ELEMENT | OUT-STANDING | VERY GOOD | FAIR | POOR | VERY POOR | COMMENTS |
|---|---|---|---|---|---|---|
| 5. The deployment, grouping or planned interaction of the participants. | | | | | | |
| 6. The productivity and/or usefulness of the individual work session(s). | | | | | | |
| 7. The comments or assistance given to you on your selected problem. | | | | | | |